

# Rubrics for Beginning Library-Media Specialist Quality Indicators, MoSTEP 1.5

(Developed by Missouri LMS Educators, May 27, 2003)

## Standard 1.5 Library Media Specialist

*(Includes parallel Quality Indicators for Standard 1.2 Content, Professional, Pedagogical, and Integrative Studies for Teacher Preparation)*

### 1.5.1 Use of Information and Ideas

**1.5.1.1 Efficient and Ethical Information-Seeking Behavior: Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. (1.2.1, 1.2.3, 1.2.9)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies.</p> <p>Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes.</p> <p>Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users.</p> <p>Candidates model and teach legal and ethical practices.</p>	<p>Candidates model strategies to locate, evaluate and use information for specific purposes.</p> <p>Candidates identify and address student interests and motivations.</p> <p>Candidates interact with the learning community to access, communicate and interpret intellectual content.</p> <p>Candidates conduct effective reference interviews making accommodations for diverse experiential backgrounds and learning styles and the needs of students with exceptionalities (Mo-STEP)</p> <p>Candidates adhere to and communicate legal and ethical policies.</p>	<p>Candidates demonstrate little or no evidence of the research process.</p> <p>Candidates do not differentiate user needs.</p> <p>Candidates do not identify or support student interests or needs.</p> <p>Legal and ethical practices are ignored.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**1.5.1.2 Literacy and Reading: Candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. (1.2.2, 1.2.5)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults.</p> <p>Candidates are knowledgeable about reading theory, and current trends and strategies related to teaching reading. (Mo-STEP)</p> <p>Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers.</p> <p>Candidates promote the importance of reading among all students through reader advisory services and reading motivation activities. (Mo-STEP)</p> <p>Candidates collaborate with teachers to integrate literature into curriculum.</p> <p>Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits.</p>	<p>Candidates are aware of major trends in reading material for children and youth.</p> <p>Candidates are aware of reading theory and strategies related to teaching reading. (Mo-STEP)</p> <p>Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners.</p> <p>Candidates promote reading among students through reader advisory services or reading motivation activities.</p> <p>Candidates use a variety of strategies to promote leisure reading.</p> <p>Candidates model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.</p>	<p>Candidates demonstrate little or no evidence of knowledge of the reading process.</p> <p>Candidates are not familiar with reading material for children and youth.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**1.5.1.3 Access to Information: Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (1.2.7)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services.</p> <p>Candidates plan strategically to ensure physical and intellectual access to information for the entire school community.</p> <p>Candidates identify means of providing remote access to information.</p> <p>Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.</p>	<p>Candidates support flexible and open access for the library media center and its services.</p> <p>Candidates identify barriers to equitable access to resources and services.</p> <p>Candidates facilitate access to information in print, nonprint, and electronic formats.</p> <p>Candidates comply with and communicate the legal and ethical codes of the profession.</p>	<p>Candidates demonstrate little or no evidence of issues related to access to information.</p> <p>Candidates do not demonstrate knowledge of the legal and ethical practices of the profession</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**1.5.1.4 Stimulating Learning Environment: School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. (1.2.6)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center.</p> <p>Candidates use research-based data, including action research, to analyze and improve services.</p>	<p>Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center.</p> <p>Candidates identify relationships among facilities, programs, and environment that impact student learning.</p> <p>Candidates plan and organize library media centers according to their use by the learning community.</p>	<p>Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

### **1.5.1 Use of Information and Ideas Supporting Explanation:**

Today's school library media specialists must prepare young people to function in an information society and teach them how to be learners. Learners are those who inquire, who seek information, who evaluate it, and apply it to new problems and ultimately assess how well the information has met their needs. (IP p.131)

School library media candidates model efficient and ethical information-seeking strategies. Possessing these skills will enable school library media specialists to provide information in response to the needs of the school community, and to help learners articulate their information needs.

School library media candidates work to inspire others to acquire the life-long habits of reading and learning. They apply their knowledge of the reading process, of materials for children and young adults, and of reader's advisory services, while assisting diverse learners to select resources in a variety of formats. Since school library media specialists collaborate with the entire school community, they are uniquely poised to integrate literature into instructional programs, as well as to share and promote the personal aesthetic enjoyment of reading and other creative expressions by the school community.

School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. Candidates develop strategies to create flexible access to the library media center before and after school and throughout the school day, aligned with curricular needs.

School library media candidates demonstrate the knowledge, skills, and dispositions to design a school library media facility that is collaboratively planned with the school community and provides opportunities for research, browsing, reading, listening, viewing, creative production and sharing of learning experiences. All of these activities take into account exceptionalities and diversity, providing appropriate physical and intellectual adaptations to meet the needs of all students. Understanding the need to access information from remote locations and to engage the community at large in the education of students, school library media candidates figuratively extend the walls of the library media center through online access and Web portals.

School library media candidates should know and follow the legal and ethical codes of the profession, modeling the tenets of intellectual freedom, confidentiality, and intellectual property. In this way, the library media program facilitates democratic discussion and reflection.

## **Representative Evidence:**

- Lessons: employing a variety of strategies and demonstrating development of literacy skills i.e. appreciation of authors, illustrators, fiction, nonfiction, multimedia.
- Documents: demonstrating wide knowledge of children and young adult literature; showing an understanding of ethical use of materials; showing ways to effectively use ideas and information i.e. bibliographies, projects, events, promotional materials, Web tutorials or Website designs.
- Plans: demonstrating comprehension of programmatic issues i.e. design and use of facilities, access and use of technology, accommodations for exceptionalities, allocation of fiscal resources, policies and procedures; documentation showing an understanding of union catalog projects, interlibrary loan organizations and networks at the local, regional, state, and national levels.
- Schedules: illustrating use of the facility by the learning community.
- Videotapes: representing types of interactions i.e. reference interviews, readers' advisory sessions, or motivational reading events.
- Analyses: of issues related to literacy i.e. literary genres, reading behaviors, electronic reading programs or current trends in reading instruction.
- Pathfinders: demonstrating information-seeking behaviors and knowledge of information processes i.e. relates to a unit of study, area of personal interest or format of information.
- Websites: highlighting school library websites created by candidates that incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including policies for access and ethical use.
- Special event plans: including steps to be taken before, during and after an event i.e. an author visit, a reading incentive program, or schoolwide information literacy activity.
- Posters, signs and instruction sheets: giving instructions for access to informational databases in the library and from home, classroom, and other locations.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 9-13)

## 1.5.2 Teaching and Learning

**1.5.2.1 Knowledge of Learners and Learning: Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.** (1.2.1, 1.2.2, 1.2.4, 1.2.7, 1.2.8, 1.2.11)

Target	Acceptable	Unacceptable/Insufficient Evidence
Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students.	<p>Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.</p> <p>Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs.</p> <p>Candidates base information skills instruction on student interests and learning needs; instruction is linked to student achievement.</p>	<p>Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities.</p> <p>Candidates do not link student interests, learning, information skills instruction; student achievement is not assessed or documented.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**1.5.2.2 Effective and Knowledgeable Teacher: Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. (1.2.4, 1.2.5, 1.2.8)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates can document and communicate the impact of collaborative instruction on student achievement.</p> <p>Candidates develop a regular communication procedure between home and school.</p>	<p>Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.</p> <p>Candidates, as teachers of information skills, make use of a variety of instructional strategies and assessment tools.</p> <p>Candidates analyze the role of student interest and motivation in instructional design.</p> <p>Candidates create, implement and evaluate student learning experiences in partnership with teachers and other educators.</p>	<p>Candidates develop lesson plans in isolation with little or no attention to instructional methodologies.</p> <p>Candidates' instruction instructional methodologies exhibit limited strategies and the use of few resources.</p> <p>Candidates do not assess student learning.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*



**1.5.2.3 Information Literacy Curriculum: Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum. (1.2.4, 1.2.5, 1.2.7, 1.2.11)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school.</p> <p>Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community.</p>	<p>Candidates employ strategies to integrate the information literacy curriculum with content curriculum.</p> <p>Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.</p> <p>Candidates assist students to use technology to access, analyze, and present information.</p>	<p>Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

### **Component 1.5.2 Teaching and Learning Supporting Explanation:**

Schools exist to create educated citizens and to teach students basic skills needed for lifelong learning. One of the most important elements of lifelong learning is information literacy. Just as information processes should be integrated with content curriculum, so too should school library media specialists integrate their teaching by collaborating with classroom teachers to plan instructional goals and strategies, deliver instruction as an integrated team, and assess the process and product of information skills integrated with the learning product.

School library media specialists are the information literacy experts in the school, modeling effective use of information skills to solve problems, pursue knowledge, and serendipitously explore the world of information.

School library media candidates must demonstrate knowledge of human development, learning theory, learner behavior, and instructional design. Candidates have the responsibility to develop instruction that will motivate students to become information literate, independent in their learning, and socially responsible in their use of information and information technology. School library media specialists develop the school library media center as a learning laboratory uniquely designed to ensure that all students are efficient and effective users of information and ideas. In their work with all learners, the school library media specialist crosses disciplines and integrates information literacy in all curricular areas (NBPTS, standard IV).

The national information literacy standards from *Information Power* and state-level information curricula, provide the basis for the school library media specialist's role in collaborative planning with classroom teachers. Such planning should include the development of assessments that accurately reflect and further the student's learning. Inquiry is an essential component of learning in the information age, and the library media program is the keystone of this effort. The school library media specialist is the catalyst in generating a spirit of inquiry within the school.

**Representative Evidence:**

- Lessons: demonstrating knowledge and use of AASL national information literacy standards; showing the candidate has an understanding of human development, learning theory, and instructional design; demonstrating elements of differentiation and instructional adaptations for students with exceptionalities, and incorporating authentic learning opportunities.
- Documents: showing a knowledge of information literacy standards; showing a knowledge of K-12 subject curriculum; documenting ability to plan, deliver, and assess instruction for all students i.e. different learning styles, classroom content, student behavior, or exceptionalities.
- Self-reflection: showing that the candidate has imagined ways to become a catalyst in generating a spirit of inquiry within the school.
- Teaching evaluations: including self-evaluations and reflections in practice as well as supervisors' reactions.
- Project plans and evaluations: indicating efforts made by the candidate to generate a spirit of inquiry throughout the school.
- Assessment tools: measuring progress in student literacy skills, i.e. checklists, rubrics, conferencing, journaling, and portfolios.
- Websites: showing that the candidate is becoming an expert in informational and curricular needs of users.
- Portfolios: including videotaped instruction and samples of student work showing successfully taught lessons demonstrating integration of information literacy skills with content area objectives.

*(Source: ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation. Approved March, 2003. Pages 14-16)*

### 1.5.3 Collaboration and Leadership

**1.5.3.1 Connection with the Library Community: Candidates provide leadership and establish connections with the greater library and education community. (1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers.</p> <p>Candidates participate in professional associations.</p>	<p>Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.</p> <p>Candidates articulate the role of their professional associations and journals in their own professional growth.</p>	<p>Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community.</p> <p>Candidates have limited or no understanding of the role of professional associations and journals in their professional lives.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**1.5.3.2 Instructional Partner: Candidates demonstrate effective leadership principles and work with the learning community to create a productive educational environment. (Mo-STEP) (1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
Candidates anticipate providing leadership to school and district committees. Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues.	Candidates model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.	Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center. There is insufficient evidence upon which to make a determination.

*Comments:*

**1.5.3.3 Educational Leader: Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators. (1.2.2, 1.2.4, 1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates develop a library media program that reflects the best practices of education and librarianship.</p> <p>Candidates have a thorough understanding of current trends and issues in education.</p> <p>Candidates write a plan for professional growth that justifies their own professional choices.</p> <p>Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching.</p> <p>Candidates share information, apply research results, and engage in action research.</p>	<p>Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.</p> <p>Candidates recognize the role of other educational professionals and professional associations.</p> <p>Candidates translate for the school the ways in which the library program can enhance school improvement efforts.</p> <p>Candidates utilize information found in professional journals to improve library practice.</p>	<p>Candidates are unaware of basic trends and issues in the field of education.</p> <p>Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals.</p> <p>Candidates take a passive role in the school.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

### Component 1.5.3 Collaboration and Leadership Supporting Explanation:

The conceptual framework of *Information Power* is based on the central ideas of Collaboration, Leadership, and Technology. These ideas undergird the vision of *Information Power* and provide unifying themes for the discussion of the library media specialist's special job responsibilities and leadership roles. School library media candidates demonstrate an understanding of the four roles of the library media specialist in the school.

- As *teacher*, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs; to locate and use resources that will meet those needs; and to understand and communicate information the resources provide.
- As *instructional partner*, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources.
- As *information specialist*, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationship with teachers, administrator, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.
- As *program administrator*, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.

Community resources, including other types of libraries, museums, colleges and universities, and local businesses and civic groups, are natural allies of school library media programs in fostering learning, encouraging use of resources, and in promoting independent information use. Collaborative programs, cooperative collection development, and interlibrary loan are examples of the benefits of inter-library connections. School library media candidates are aware of the differing roles of academic, public and special libraries or information centers, and can interact with other library professionals for the benefit of users.

As instructional partner working with the entire school community, library media candidates demonstrate the potential to take a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, library media candidates work closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards. (IP, p. 4-5)

Leadership, like collaboration, is also essential in making connections. The library media specialist strengthens the program's connection by working as a curriculum and instructional leader within the school community by organizing and promoting learning opportunities within and beyond the school. By being involved in policies and decisions made at district, state, and regional levels, the school library media specialist promotes the importance of information literacy to student learning across the curriculum. In preparation for formal leadership roles in professional associations, the library media candidates promote the profession to current and future colleagues within the field and serves as an advocate for school library media programs to members of other disciplines and their organizations.

**Representative Evidence:**

- Lessons: 1) showing that student' lessons are collaboratively taught; 2) showing that candidates develop appropriate in-services for faculty; 3) showing that candidates design authentic learning tasks and assessments, and integrate the information and communication abilities required to meet subject matter standards.
- Documents: 1) illustrating a knowledge-base development of leadership strategies, expectations, and goals; 2) showing that candidates read and uses current professional journals; 3) showing that candidates interact with professionals in other types of libraries and information centers via site visits, interviews and email correspondence; 4) showing that candidates observe and volunteer in school libraries prior to the practicum.
- Portfolios: 1) documenting professional activities including membership in professional organization(s) at the local, state and/or national level, attendance at conferences and workshops; 2) written professional development plan.
- Charts: showing knowledge of curriculum by subject and grade level (curriculum mapping).
- Analysis: demonstrating that candidate systematically evaluates the collection using a variety of collection analysis techniques (needs assessment, curriculum mapping, standardized lists, etc).
- Pathfinders: selecting, accessing and evaluating information in all formats by subject and grade level.
- Self-Reflection: 1) showing an awareness of personal leadership style; 2) demonstrating interactions with classroom teachers and other school professionals; 3) showing that candidates plan for evaluation of success in achieving goals indicating a pro-active leadership style.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 17-20)



### 1.5.4. Program Administration

**1.5.4.1 Managing Information Resources: Selecting, Organizing, Using: Candidates apply knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community. (1.2.4)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society.</p> <p>Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources.</p> <p>Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations.</p> <p>Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages.</p>	<p>Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.</p> <p>Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. [district, state and national standards (Mo-STEP)]</p> <p>Candidates support intellectual freedom and privacy of users. . Candidates plan for efficient use of resources and technology to meet diverse user needs.</p>	<p>Candidates demonstrate little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**1.5.4.2 Managing Program Resources: Human, Financial, Physical: Candidates administer the library media program according to the principles of best practice in library science and program administration to support the mission of the school. (1.2.4, 1.2.6)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates organize, manage and assess all human, financial, and physical resources of the library media program.</p> <p>Candidates advocate for ongoing administrative support for library media program and policies.</p> <p>Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.</p>	<p>Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies.</p> <p>Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues.</p> <p>Candidates plan adequate space for individuals, small groups and whole classes.</p>	<p>Candidates demonstrate little knowledge of effective management policies, procedures and principles.</p> <p>Candidates show little knowledge of relationship of facility to program needs.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

**1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment: Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school. (1.2.8, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<p>Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans.</p> <p>Candidates are able to align the library media program with the information literacy standards and the school's goals, objectives and content standards.</p> <p>Candidates use quantitative and qualitative methods of data collection and analysis to assess data and make decisions that promote increased student achievement (evidenced-based practice). (Mo-STEP)</p>	<p>Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives.</p> <p>Candidates use data for decision-making regarding student achievement (evidence-based practice). (Mo-STEP)</p>	<p>Candidates are not able to develop a plan for the library media program.</p> <p>Candidates do not use data for decision-making.</p> <p>There is insufficient evidence upon which to make a determination.</p>

*Comments:*

#### **Component 1.5.4. Program Administration Supporting Explanation:**

School library media candidates meet the contemporary learning needs of students by creating a student-centered library media program that is carefully planned and efficiently managed. The knowledge, skills, and dispositions of the school library media candidates serves as the hub of a schoolwide culture of learning that is vital to student achievement. Effective program administration supports authentic student learning and is indispensable to the development of lifelong independent learners.

Librarians serve as cultural facilitators. Therefore, a core activity within the profession is resource management: selecting and collecting resources, storing and organizing them for retrieval and use, and maintaining that collection. In addition, school library media specialists have responsibility to teach the school community to access information effectively.

School library media candidates demonstrate the ability and expertise for administering an effective school library media program. As program administrator, the library media specialist applies leadership, collaboration, and technology skills to design and manage a program that is up-to-date, comprehensive, and integrated within the school. Program administration supports both the more visible teaching and learning function, as well as the less visible information access function in efforts to reach the entire learning community.

School library media candidates recognize that knowledge of and adherence to the principles of the profession are the foundation on which an effective library media program is built. These principles guide library media specialists in their approach to staffing, collaborating, assessing, supporting and administering library media programs. They use principles of library and information studies to ensure that programs are meaningful, articulated, and connected to the learning community's ongoing needs and goals.

Program assessment is integral to the library media program planning process. It is also essential to ensure that the program's missions, goals, and objectives are current and student-centered and that program goals are being met. Ongoing, regular assessment of the library media program is important to assure that the program is vital and at the center of student learning. Above all, assessment focuses on the extent to which the program assures higher levels of student achievement.

Library media candidates demonstrate leadership potential in assessing the information needs of the learning community. In collaboration with teachers, students, administrators, and other members of the learning community, the library media candidate demonstrates the ability to develop and implement a program assessment that demonstrates continuing attention to meeting those information needs within the school.

**Representative Evidence:**

- Documents: demonstrating knowledge of the school curriculum and of the district, state, and national library and information literacy standards; demonstrating knowledge of selection sources and practice with acquisition decisions; demonstrating knowledge of cataloging, classifying and technical services; demonstrating ability to create and edit bibliographic records using MARC format for the purposes of improved local access and sharing union catalogs; documents showing that candidate interviews and visits school library media specialists before beginning the practicum.
- Plans and procedures: illustrating comprehension of issues related to resource allocation i.e. facilities, collection development, staffing, and budget; developing a program assessment that demonstrates continuing attention to meeting the information needs within the school.
- Evaluations: assessing field experience performance from both the students and the supervisor's perspective; analyzing the collection by age, subject, appropriateness of the materials; investigating efficient access of collection by examining subject headings, Dewey numbers, and MARC records.
- Program Assessment: working with students, staff, administrators and assessing the school library media program, indicating understanding and achievement of the library media program's mission, goals, and objectives; demonstrating ability to make decisions based upon systematic analysis and use of relevant data and research.
- Photos, video: showing expertise in displays, organization, bulletin boards, charts that encourages student learning and reading.
- Websites: using technology to design and manage a program that is up-to-date, comprehensive, and integrated within the school.
- Self-reflection: assessing ability to lead, collaborate, and to make decisions based upon analysis.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 21-24)